

The Population

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Do the people you see in the picture here match your idea of the kinds of people who live in the United States? In what ways?
2. Do you think there are more old people or more young people in the United States?
3. Would you guess that the U.S. population has increased or decreased since the census in 2010? Why?



Travelers arrive at Grand Central Terminal in New York.

VOCABULARY PREVIEW



CD 1, TR 1

A Read through the sentences below, which are missing vocabulary from the lecture. As you read, try to imagine which words would fit in the blanks. Then listen to the sentences and write the missing words in the blanks.

1. Most countries take a _____ every 10 years or so in order to count the people and to know where they are living.
2. A country with a growing population is a country that is becoming more _____.
3. A person's _____ is partly determined by skin color and type of hair as well as other physical characteristics.
4. The majority of the U.S. population is of European _____.
5. The _____ distribution of a country's population gives information about where the people are living.
 6. Many different kinds of people _____ the total U.S. population. In other words, people of different races and ages _____ up the population.
 7. The median age of the U.S. population, which is a _____ large one, has been getting _____ higher recently.
 8. _____ areas are more _____ populated than rural areas. That is, they have more people per square mile.
 9. I want to discuss the distribution of the U.S. population in terms of age and _____.
 10. In fact, _____, women generally live longer than men worldwide.
 11. A country whose _____ rate is higher than its death rate will have an _____ population.
 12. On the average, women have a higher life _____ than men do.

B Check the spelling of the vocabulary words with your teacher. Discuss the meanings of these words and any other unfamiliar words in the sentences.

PREDICTIONS

Think about the questions in the Topic Preview on page 2 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.



NOTETAKING PREPARATION

Number Notation

During a lecture, you will sometimes need to write down many numbers. They may be expressed as whole numbers, percentages, fractions, or ratios. Here are some ways to write them as numerals when you are taking notes.

Whole numbers:	thirty-seven million	37 mill. or 37M
	four hundred ninety-five thousand	495,000 or 495 thou or 495K
Fractions:	three-fourths, three-quarters	$\frac{3}{4}$
	two-thirds	$\frac{2}{3}$
	one and a half	1 $\frac{1}{2}$
Percentages:	thirteen point four percent	13.4%
	zero point nine percent	0.9%
Ratios:	two out of ten	2:10



CD 1, TR 2

A You will hear ten numbers. As you listen, write them in notetaking form in the spaces below.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Discourse Cues A discourse cue is a word, phrase, or sentence that a lecturer uses to help you follow the flow of ideas in a lecture. It often lets you know that a new subtopic or point is being introduced.

B Number the following excerpts from the lecture from 1 to 5 in the order that you think you will probably hear them. Discuss with a partner or as a class the discourse cues that helped you figure out the order.

- _____ Another way of looking at the population is by geographical distribution.
- _____ Today we're going to talk about population in the United States.
- _____ First of all, let's take a look at the population by race and origin.
- _____ Now, to finish up this section on geographical distribution, consider that about 83 percent of the people live in metropolitan areas,
- _____ Before we finish today, I want to discuss the distribution of the U.S. population in terms of age and gender.

FIRST LISTENING



A Listen to the beginning of the lecture. Circle the set of notes below that best records the information you hear.

a.

Pop of US
 2010, 309M (27M more since 2000)
 US 3rd most pop in wrld
 most PRCh, 2nd India, 4 Indonesia, 5
 Brazil, 6 Pakistan
 US pop – look at 3 ways
 Race & origin – % wht/blk/etc; where fr
 Geog. distrib – where live
 Age & gender

b.

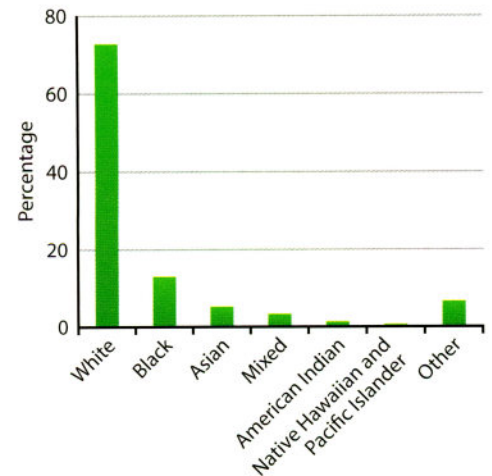
US gov't census 2010
 US pop = 309M – 27M more 2000
 US 3rd most pop in wrld
 1st China
 2nd India
 4th 5th 6th – Indonesia Brazil Pakistan
 In notes – 1st pop by race and origin, 2nd
 by geographical distribution, last by age and
 gender



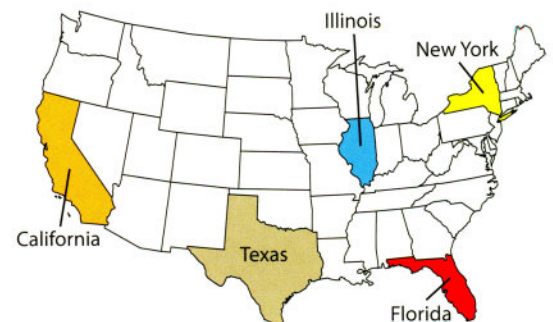
B Now listen to the whole lecture and take notes. Look at the lecturer's visual aids as you listen. These may help you understand parts of the lecture.

Subtopic 1: Population by Race and Origin

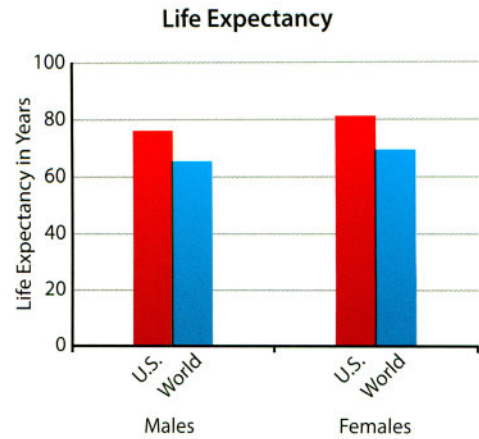
US Population by Race and Origin



Subtopic 2: Population by Geographical Distribution



Subtopic 3: Population by Age and Gender



CD 1, TR 5

SECOND LISTENING

Listen to the lecture again and make your notes as complete as possible.



CD 1, TR 6

THIRD LISTENING

- A** You will hear part of the lecture again. Listen and complete the notes by adding the information from the box.

19M- 2:10 pop metro TEX W.

5 most pop states:

CA 37M+; _____ 25M+; NY 19M+; FL _____; ILL 13M

- 50%+ pop in S. & _____

But E = more dense _____

- 83% in _____ areas (LA, NY, Chicago, Houston)

< _____ in rural areas

- B** Compare your answers with a partner. Then compare the notes in **A** with the notes you took for this part of the lecture.

ACCURACY CHECK

A Listen to the following questions, and write short answers. Use your notes. You will hear each question one time only.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B Check your answers with your teacher. If your score is less than 70 percent, you may need to listen to the lecture again and rewrite some of your notes.

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. What points in the lecture surprised you? Why?
2. In what ways do you think the U.S. population will change in the future?
3. What population problems do other countries you know about face, for example, in terms of origins, age, or number of males and females?
4. What population issues might become more important as the world moves toward a population of 8 billion people?

PRE-READING

The following Reading is about population trends. Before you read, answer the following questions. Share your answers with a classmate.

1. The lecture was about the U.S. population. Look at the title of the article. What population will it be about? How do you think the author sees that population changing?
2. In what ways do you think worldwide population trends might be similar to U.S. population trends? In what ways might they differ?

READING

Now read the article.

Crowding Our Planet

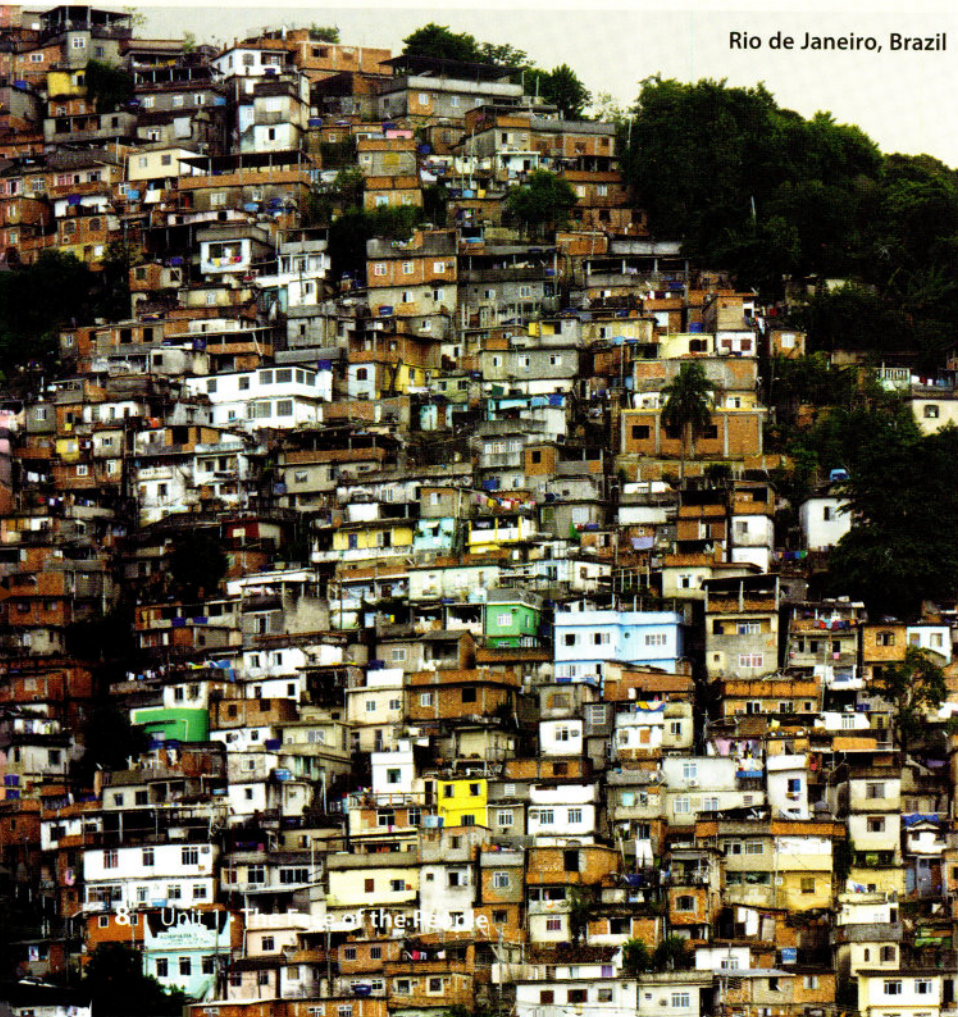
As of 2009, there were 6.8 billion people in the world. This is twice the number of the population in 1960, and four times as much as 100 years ago. As a result, more and more places on the globe are

incredibly crowded. This is especially true of cities along the coasts, where more and more people are settling. Yet a full city today can mean an empty village or town across the country, or on the other side of the world. Our growth has taken place in surprising ways.

The human population continues to expand by more than 200,000 people every day. There are more than 1 billion teenagers in the world today who will soon be having children. As a result, we can expect the boom in births to continue for a long time. The UN estimates that the global population will reach 9.2 billion by the middle of this century. Even that enormous number may be too small, however, since it is based on the theory that family sizes will drop throughout developing regions—a theory that may not turn out to be true.

From the crowded streets of Lagos and Mumbai (Bombay), to the suburbs of the United States, to disappearing tropical forests

Rio de Janeiro, Brazil



around the world, the harmful effects of more people than the planet can comfortably support are obvious almost anywhere we look.

Not all countries grow the same, of course. Almost all of the expected population increase in the near future will come in developing countries. In the advanced economies in much of Europe, however, where rapid growth started with the industrial revolution two centuries ago, and in Korea, Japan, and elsewhere, national populations are stable or, in some cases, are even getting smaller. This brings challenges of its own, as newer generations struggle to care for and support their elders.

Humanity is also on the move as never before. More than 3 percent of the global population—more than 200 million people—live outside their country of birth. Many millions more have moved, or been moved, within their home borders.

Our numbers and our mobility, together with improved communication, all make Earth seem smaller, even as our impact on it grows larger every



day. If we are to preserve the biological wealth of our planet and increase the well-being of its people, we must first understand how and why our own population is changing.

DISCUSSION

Discuss these questions with a classmate.

1. Based on what you know, which countries or regions mentioned in the article have populations that are most similar to the population of the United States? Which are the least similar?
2. Which of the U.S. population trends mentioned in the lecture are also true for the world population? Discuss race and origin, geographic distribution, and age and gender.
3. What problems related to population are mentioned in the article? Which of these problems apply to the United States?

PURSuing THE TOPIC

Explore the topic of this chapter further by doing the following.

Individually or with a partner, research population trends—racial composition, geographic distribution, age, and gender—for a country that interests you. Write down the details for a short presentation to the class. You can use the Web site listed below, consult a contemporary encyclopedia, or find another source by doing a Web search for the specific country in which you are interested.

www.cia.gov/library/publications/the-world-factbook/